64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

Evidence-Based Practices for Improving School Achievement

Presenters:
Dr. Jim Deni, Professor, Appalachian State University
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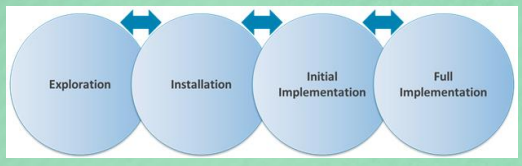
PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

Implementation Stages



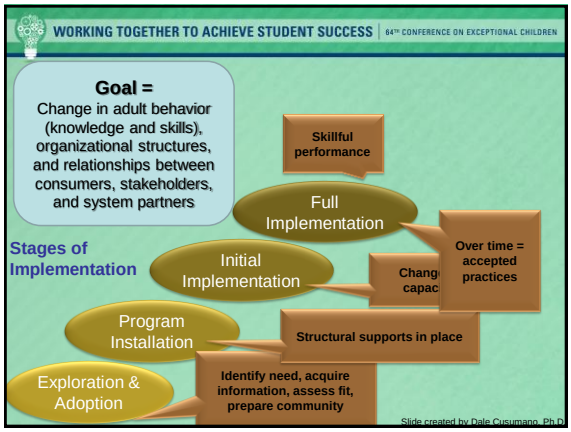
Facilitating Change: How Long Does it Take?

School Culture
- Beliefs
- System Structures

School Culture
2-4 Years

Outcome Data
- Tests

Outcome Data
4-7 Years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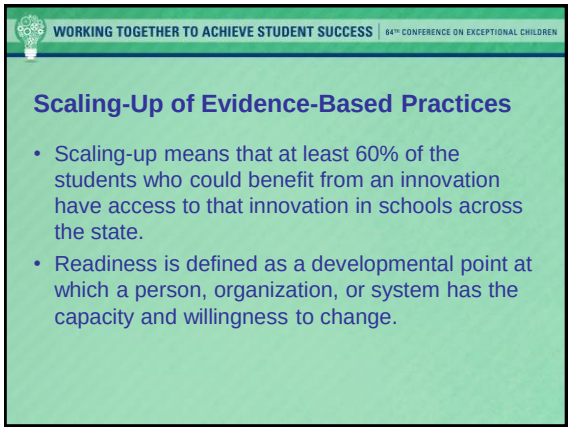
Goal =
Change in adult behavior (knowledge and skills), organizational structures, and relationships between consumers, stakeholders, and system partners
Skillful performance
Full Implementation
Stages of Implementation
Initial Implementation
Over time = accepted practices
Program Installation
Structural supports in place
Exploration & Adoption
Identify need, acquire information, assess fit, prepare community
Slide created by Dale Cusumano, Ph.D.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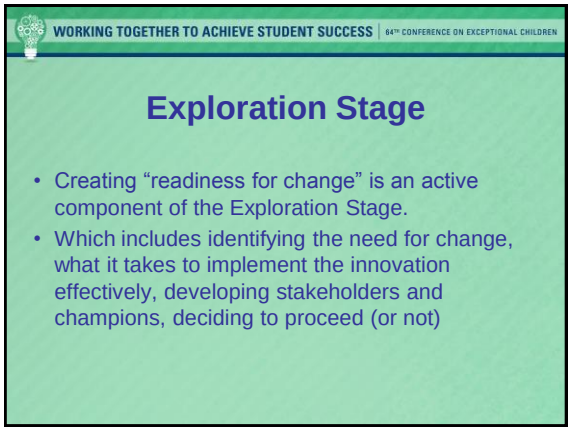
Scaling-Up of Evidence-Based Practices
• Scaling-up means that at least 60% of the students who could benefit from an innovation have access to that innovation in schools across the state.
• Readiness is defined as a developmental point at which a person, organization, or system has the capacity and willingness to change.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Exploration Stage
• Creating “readiness for change” is an active component of the Exploration Stage.
• Which includes identifying the need for change, what it takes to implement the innovation effectively, developing stakeholders and champions, deciding to proceed (or not)

Exploration Continued

- Using a purveyor group that is skilled at helping educators explore the options.
- Teacher support and "buy in", commitment, and innovation acceptance have a big impact on success and sustainability. (Denton, Vaughn, and Fletcher, 2003; Han & Weiss, 2005)

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Exploration Continued

- Determine the needs of students, teaches, schools, and community.
- Degree to which evidence-based practices match need.
- Determine whether implementation is feasible.
- Create readiness for change

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Installation Stage

- Establishing the resources needed to use an innovation and resources required to implement the innovation with fidelity resulting in good outcomes for children
- Installation is a very important part of the implementation process.

Initial Implementation Stage

- The first use of the innovation by educators and others working in a school and district.
- This stage is sometime referred to as the "awkward stage".

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Full Implementation

- The skillful use of an innovation well-integrated into the repertoire of educators and routinely supported by roles, functions, and structures supported by the building and district administration.
- However, this may take 2 – 5 years to achieve

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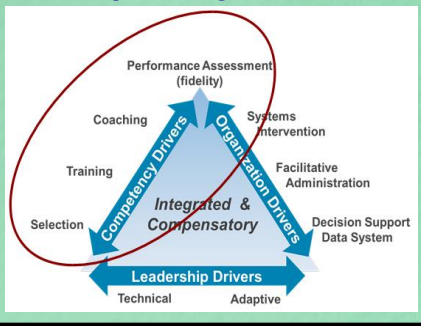
Implementation Drivers

- Behavior change is created and supported by core implementation components also called *implementation drivers*

Competency Drivers



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Competency Drives

- Training & Staff Selection
- Coaching
- Performance assessment (fidelity)

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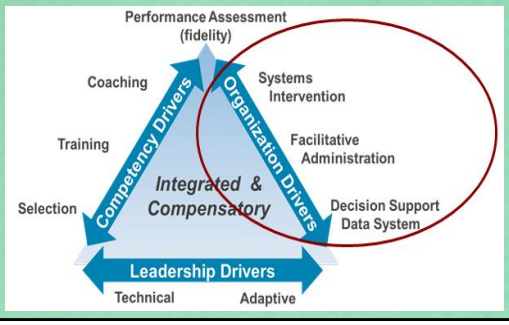
Organization Drives



Organization Drivers

- Decision Support Systems
- Facilitative Support
- Systems Interventions

Leadership Divers

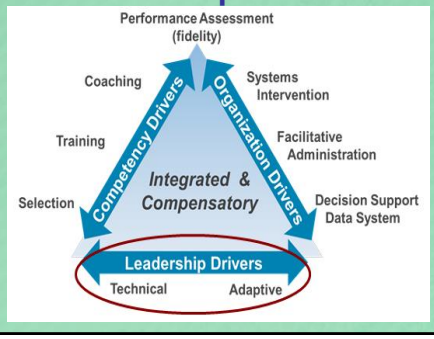


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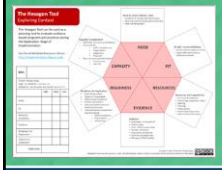
Table Talk



Hexagon Tool
Evaluating Evidence-Based Practice during the Exploration Stage

North Carolina State Implementation Team

- NCDPI has entered into a partnership with the State Implementation and Scaling Up Evidence-Based Practice (SESEP) Center (December 2011)
- Implementation of MTSS across Pre K -12 public school systems by 2020-21 school year

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Implementation

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Rockingham County- State of North Carolina's North Star!

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- 25 schools in Rockingham County
  - 16 PBIS (Implemented and Trained) schools
    (15 have received state recognition, one is beginning implementation this school year)
  - 9 non-pbis
  - ~ 13, 000 students
  - EC Population: School Age- 1818, Preschool- 216
  - Rockingham County is designated as Tier 1
  - RCS is eligible for the Community Eligibility Provision for school lunch meals at no cost

RCS PBIS Schools Recognized By NCDPI

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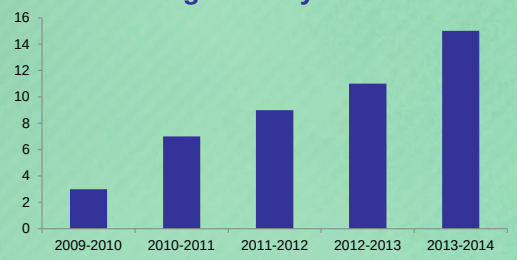

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School	NCDPI Recognition Earned 2013-2014
Wentworth Elementary	Implementing Status- First Year
Bethany Elementary	Green Ribbon
Reidsville High School	Green Ribbon
Early College High School	Green Ribbon
Moss Street Elementary	Green Ribbon
Williamsburg Elementary	Green Ribbon
Reidsville Middle School	Model
Central Elementary	Exemplar-Highest Level of Recognition
Monroeton Elementary	Exemplar-Highest Level of Recognition
Western Rockingham Middle School	Exemplar-Highest Level of Recognition
South End Elementary	Exemplar-Highest Level of Recognition
Dillard Elementary	Exemplar-Highest Level of Recognition
Lincoln Elementary	Exemplar-Highest Level of Recognition
Draper Elementary	Exemplar-Highest Level of Recognition
Huntsville Elementary	Exemplar-Highest Level of Recognition
SCORE Alternative School	Exemplar-Highest Level of Recognition

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Stages of Implementation

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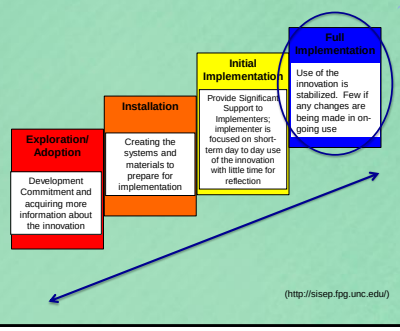

(http://sisep.fpg.unc.edu/)

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Exploration/ Adoption

Development Commitment and acquiring more information about the innovation

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RCS Exploration Phase

- Assessed capacity, resources, and buy-in
- Began developing awareness and support for adoption (parents, staff, central office)
- Explained the risks involved in adopting ("What will be different for us as a result?")
- Identified staff who will be comfortable managing the risks (change in practice, ambiguity) for leadership roles

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Installation

Creating the systems and materials to prepare for implementation

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RCS Installation

- Assessed whether we would have access to experts (trainers, coaches, colleagues) who know the innovation well
- Build consensus and commitment for adoption

"For the things we have to learn before we can do them, we learn by doing them."

-Aristotle

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Initial Implementation

Provide Significant Support to Implementers; implementer is focused on short-term day to day use of the innovation with little time for reflection

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RCS Initial Implementation

- Created a "space" for the work to happen
- Begin recruiting and hiring staff
  - PBIS Coordinator
- Began Conducting training

Full Implementation
Use of the innovation is stabilized. Few if any changes are being made in on-going use

RCS Full Implementation

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- Developed the infrastructures to support implementation
  - On-going training
  - Coaching and supervision
  - PBIS Coaches Meeting
  - Coaching and Consultation in between meetings
  - Monitoring
  - Implementation Inventory/SET Evaluations (Outcome Evaluations)
  - Implementing is a routine while implementing the innovation

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Full Implementation
Use of the innovation is stabilized. Few if any changes are being made in on-going use

RCS Full Implementation

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- Replicate school implementations within the district based on initial implementation
  - Select a model demonstration site(s) and then learn from implementation efforts
  - Let early adopters make the mistakes first
  - Continue to refine systems that support how data are analyzed and how decisions are made
- Ensure feedback loops are in place between the implementation support systems
  - Building leadership team Implementation Planning Team
- All the components of the innovation are in place and fully functioning

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Full Implementation
Use of the innovation is stabilized. Few if any changes are being made in on-going use

RCS Full Implementation

- Scaling Up and Engaging in Complex Problem Solving
  - Discipline Task Force
  - Disproportionality Problem Solving (District/Teams)
  - Exploration and Discussion of MTSS and scaling up

Full Implementation

Use of the innovation is stabilized. Few if any changes are being made in on-going use

Full Implementation

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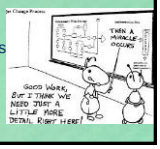
- Planning for Sustainability!
- It is important to first, do it right (fidelity), then do it better (innovate) (Kent McIntosh says….SUSTAIN HARDER!)
- Continuous Regeneration is doing it better
  - More efficient with implementation
- It is important to have feedback loops in place to review data to determine if alterations to the innovation are still positively impacting student outcomes
- Consultation with:
  - Experts, trainers, coaches, colleagues
- Systems adoption within the district
  - New staff orientation
  - Should get easier over time



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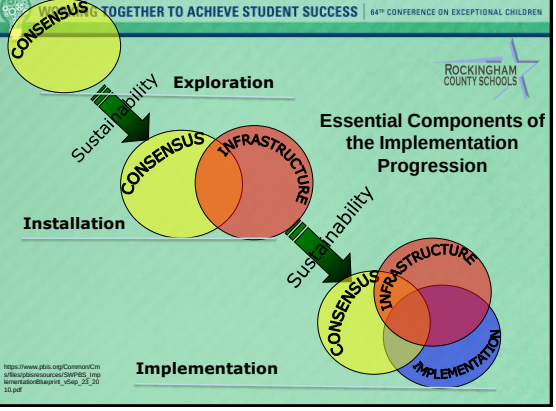

Essential Components of the Implementation Progression

https://www.pbis.org/Common/Cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf

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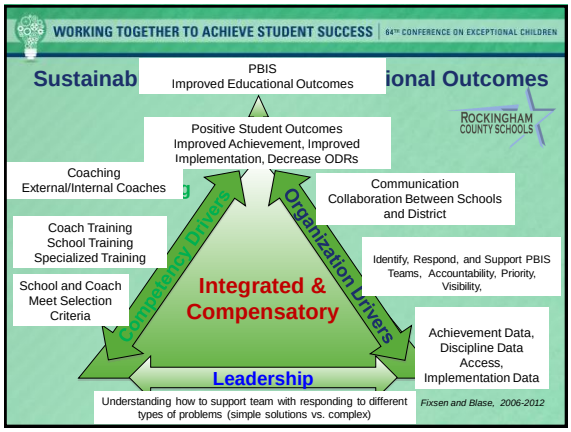
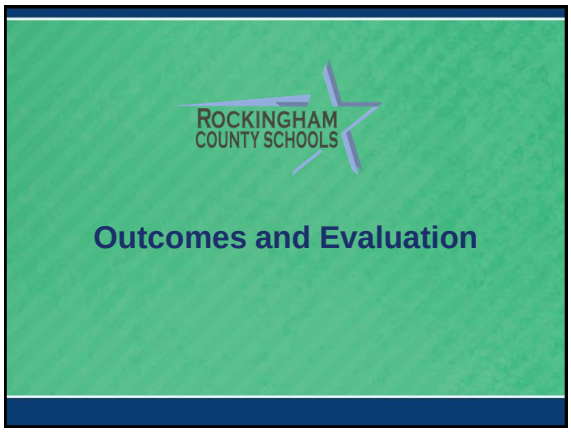
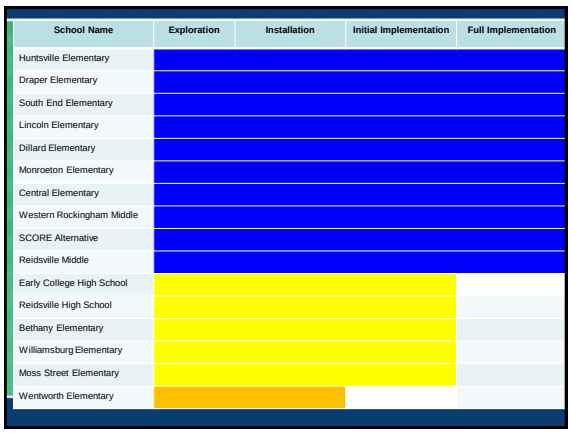
Implementation Drivers

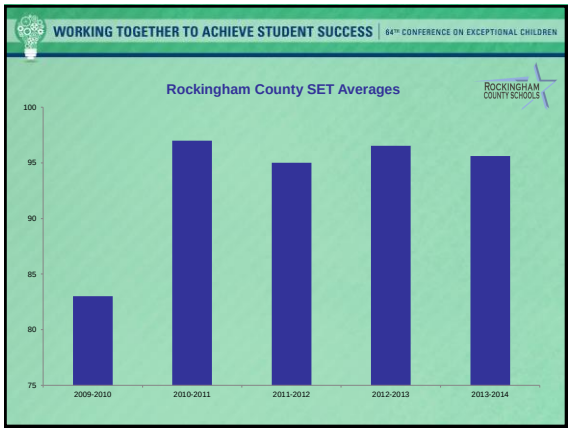
"Know your driver"







School Name	Exploration	Installation	Initial Implementation	Full Implementation
Huntsville Elementary				
Draper Elementary				
South End Elementary				
Lincoln Elementary				
Dillard Elementary				
Monroeton Elementary				
Central Elementary				
Western Rockingham Middle				
SCORE Alternative				
Reidsville Middle				
Early College High School				
Reidsville High School				
Bethany Elementary				
Williamsburg Elementary				
Moss Street Elementary				
Wentworth Elementary				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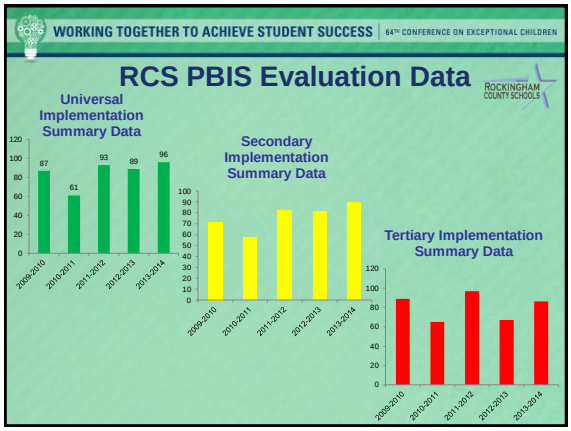
Rockingham County SET Averages
ROCKINGHAM COUNTY SCHOOLS
100
95
90
85
80
75
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014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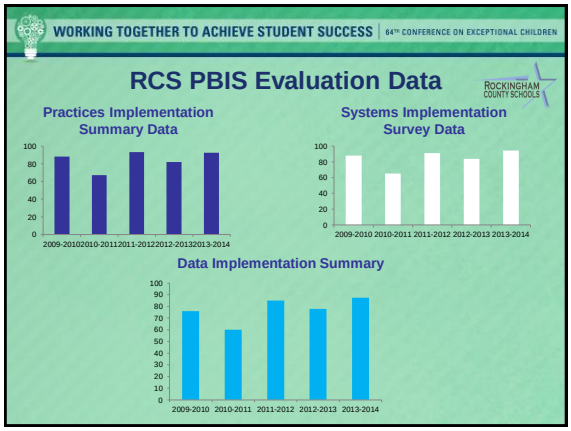
RCS PBIS Evaluation Data
ROCKINGHAM COUNTY SCHOOLS
Universal Implementation Summary Data
87
61
93
89
96
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
Secondary Implementation Summary Data
Tertiary Implementation Summary Data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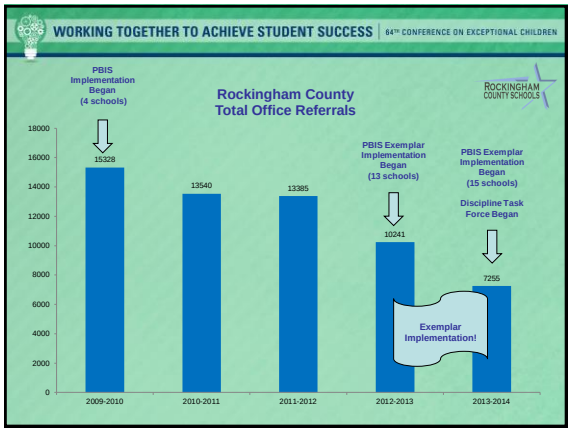
RCS PBIS Evaluation Data
ROCKINGHAM COUNTY SCHOOLS
Practices Implementation Summary Data
Systems Implementation Survey Data
2009-2010 2010-2011 2011-2012 2012-2013 2013-2014
Data Implementation Summary
2009-2010 2010-2011 2011-2012 2012-2013 2013-2014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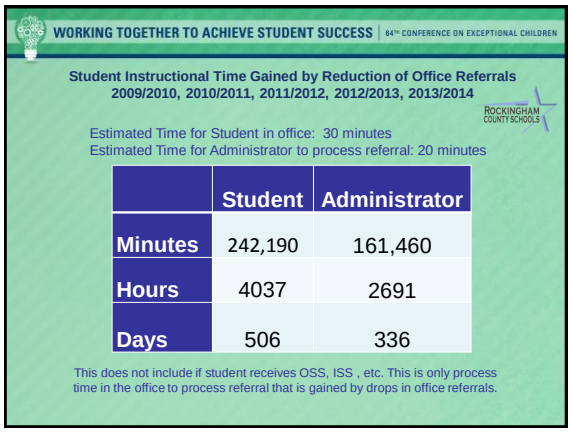
ROCKINGHAM COUNTY SCHOOLS
Rockingham County
Total Office Referrals
PBIS Implementation Began (4 schools)
PBIS Exemplar Implementation Began (13 schools)
PBIS Exemplar Implementation Began (15 schools)
Discipline Task Force Began
15328
13540
13385
10241
7255
Exemplar Implementation!
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014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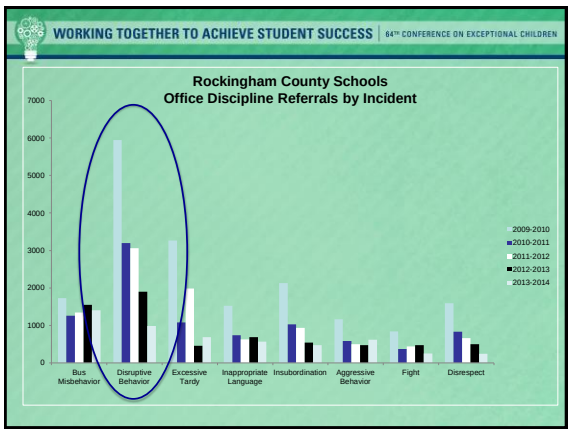
Student Instructional Time Gained by Reduction of Office Referrals
2009/2010, 2010/2011, 2011/2012, 2012/2013, 2013/2014
Estimated Time for Student in office: 30 minutes
Estimated Time for Administrator to process referral: 20 minutes
Student
Administrator
Minutes
242,190
161,460
Hours
4037
2691
Days
506
336
This does not include if student receives OSS, ISS , etc. This is only process time in the office to process referral that is gained by drops in office referrals.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Rockingham County Schools
Office Discipline Referrals by Incident
7000
6000
5000
4000
3000
2000
1000
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
Bus Misbehavior
Disruptive Behavior
Excessive Tardy
Inappropriate Language
Insubordination
Aggressive Behavior
Fight
Disrespect

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Lessons Learned Application

Stages of Implementation Applied at District Level

- Implementation is not an event
- A mission-oriented process involving multiple decisions, actions, and corrections

Implementation Challenge

Selecting effective, efficient, relevant, durable evidence-based solutions

Establishing systems level infrastructure to support scaled implementation of evidence-based solution

Arranging for accurate, sustained, & generalized local implementation of evidence-based solution

(Slide from Sugai, 2010)

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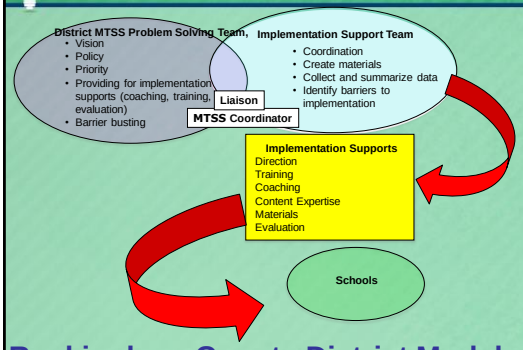
Multi-Tiered Systems of Support



Rockingham County District Model

Exploration/Adoption

- Is MTSS the right thing for us to do?
  - Identifying Need
  - Determining Fit
  - Examining Evidence
- Can we do it the right way?
  - Resource Availability
  - Assessing Readiness
  - Capacity to Implement

Exploration/ Adoption

Development Commitment and acquiring more information about the innovation

Exploration/Adoption

- Central level administration can identify the critical features of the program (e.g., creating a district implementation plan, regularly scheduled meetings to review progress and adjust plan accordingly, provide for coaching/training)
- A district exploration team which includes cabinet level administrators investigates whether the district has the capacity to support implementation (funding, resources, time, skills)
- 100% of district staff responsible for overseeing educational program within district are committed to supporting and implementing the program

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Installation

Creating the systems and materials to prepare for implementation

Installation

- Develop implementation team
- Conduct district capacity audit
- Develop district implementation plan
- Arrange for coaching and training
- Develop district data systems
- Make “room” for the initiative

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Installation

Creating the systems and materials to prepare for implementation

Installation/Implementation Team Activities

- Develop implementation support plan (for districts/schools)
- Help to “make room” for the practices through braiding of initiatives
- Coordinate and monitor implementation of plan
- Create implementation materials
- Collect and summarize data (share with executive problem solving team)
- Identify barriers to implementation (share with cabinet team)

Making Room for the Initiative through Braiding MTSS with District Strategic Goals

Student Achievement

Accountability

MTSS (PBIS/RtI)

Diversity

Healthy Youth Development

Parent/Community Involvement

Safety & Discipline

Successful Student Outcomes

(Sugai, 2010)

Braiding means

Consider the core features of an initiative, what other current initiatives share these features and may be combined to

- Share resources
- Share activities (e.g., Professional Development)
- Share information (e.g., data collection)

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Worksheet for Braiding District Initiatives:
Braiding Around Multi-tiered System of Support (MTSS)

District Initiative	Purpose/Target Group	Expected Outcome	Mandated/Regulatory Activity Yes/No	Level of Understanding & Communication across District 1 = Low 5 = High	Financial Commitment 1 = Low 5 = High	Relation to District and Mission and Strategic Plan	Level of Success 1 = Low 5 = High
SSMT/RtI							
School Improvement							
PBIS							
Literacy Best Practices							
Universal Screening and Reading 3D							

Implementation Tools

- District Capacity Assessment
- Initiative Inventory
- Treatment Integrity Protocols/Implementation Inventory

Lessons Learned from PBIS and MTSS

- Importance of Communication
- Data Needs and Access
- Administrative Changes
- Ownership
- Ongoing Training Needs
- Coaching Infrastructure
- Self Evaluation
- Visibility, Communication of Progress
- Planning for sustained implementation & expansion begins early & formally
- Continuous and sustained implementation is about efficacy, relevance, priority, & fidelity

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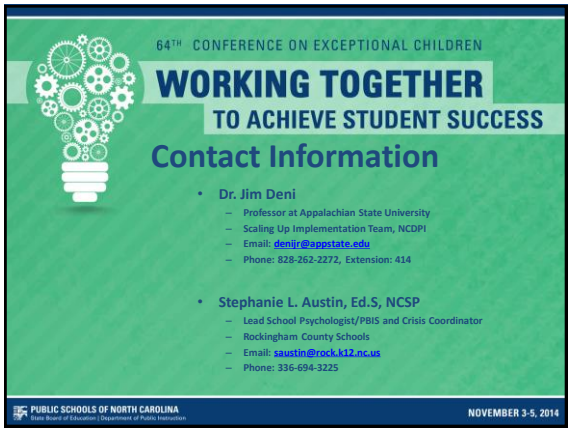
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